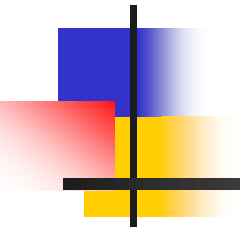


Evaluation of the NC More at Four Pre-kindergarten Program



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Principal Investigator



Evaluation Questions

- What children are being served?
- What are the quality and characteristics of services?
- What are children's outcomes?
- What factors are associated with better outcomes?



Overall Evaluation Plan

- Program characteristics
 - Entire MAF Program, all years
- Classroom practices
 - Each year—Pre-k or Kindergarten
- Child outcomes
 - Each year—Pre-k or Kindergarten
- Random sample of classrooms
 - 2002-03: Pre-k Sample
 - 2003-05: Pre-k Sample, Kindergarten follow-up
 - 2005-07: Pre-k Sample, Kindergarten follow-up
 - 2007-08: Pre-k Sample, More classroom observation



Measures and Methods: More at Four Program Characteristics

- Online databases (MAFPlan & MAFKids):
 - Contracts (e.g., slots allocated and filled)
 - Sites (e.g., operation days, setting type)
 - Classrooms (e.g., teacher qualifications)
 - Children (e.g., demographic characteristics, attendance)



Measures and Methods:

Pre-k Classroom Practices (Yrs 3 & 5)

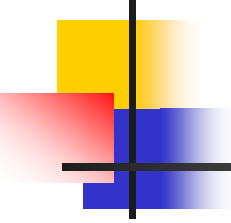
- Classroom practices (ECERS-R) Yrs 3 & 5
 - Ratings of space, personal care, language/reasoning, activities, interaction, program structure, parents and staff
- Literacy environment (ELLCO) Yr 5
 - The extent to which classrooms provide children optimal support for language and literacy development
- Teacher-child interactions (CIS) Yr 5
 - Ratings sensitivity, harshness, detachment, permissiveness



Measures and Methods: Child Outcomes

Child Assessments (Fall & Spring)

- Receptive language (PPVT-III)
- Literacy skills (Story & Print Concepts, Letter Naming)
- Phonological awareness (WJ-III Rhyming)
- Math skills (WJ-III Applied Problems, Counting Task)
- General knowledge (Color Naming, Social Awareness)
- Social skills (SSRS Social Skills, SSRS Problem Behaviors)
- English language proficiency (preLAS 2000)
— Covariate

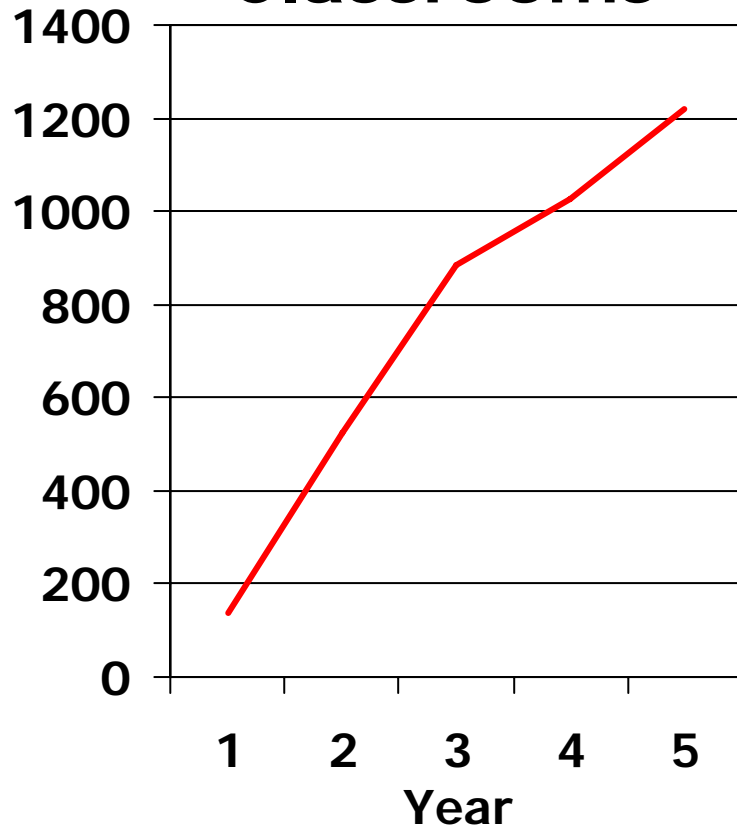


What have we learned about the
program?

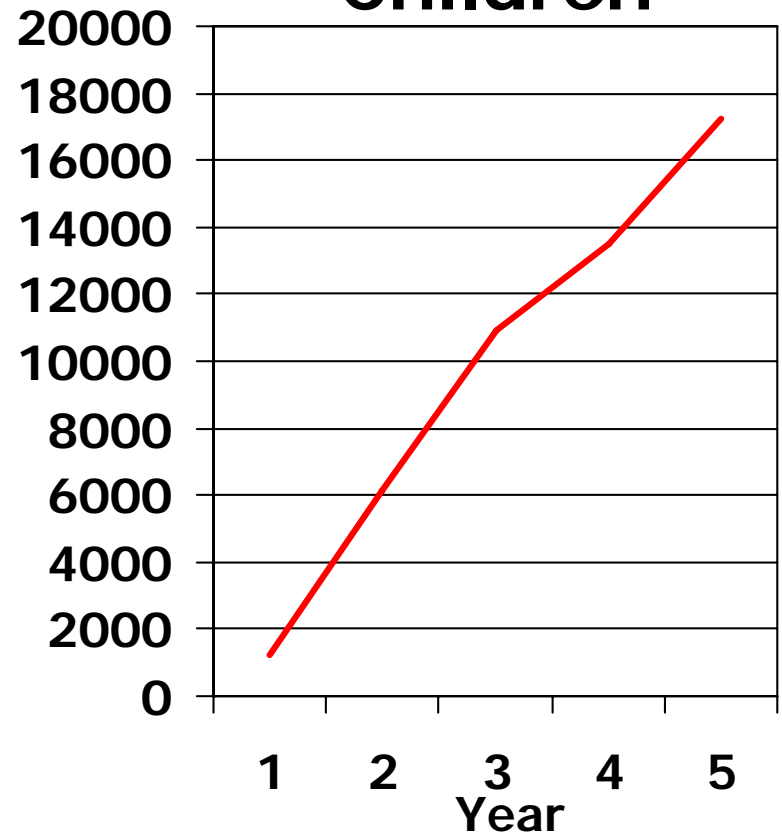
Program Characteristics:

Increases in numbers served

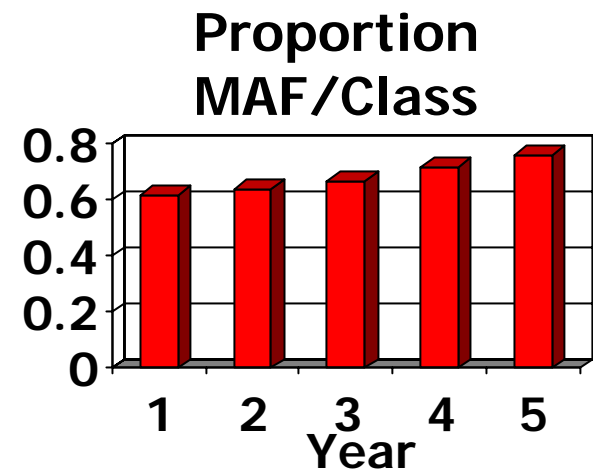
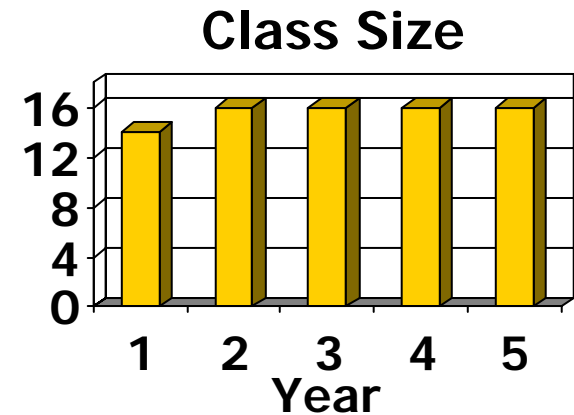
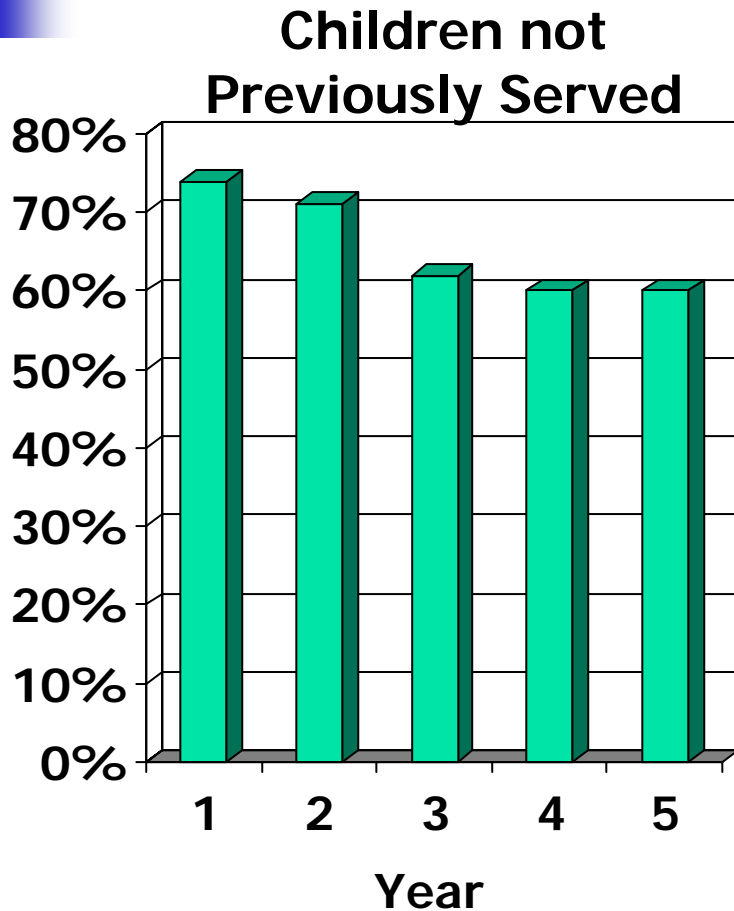
Classrooms



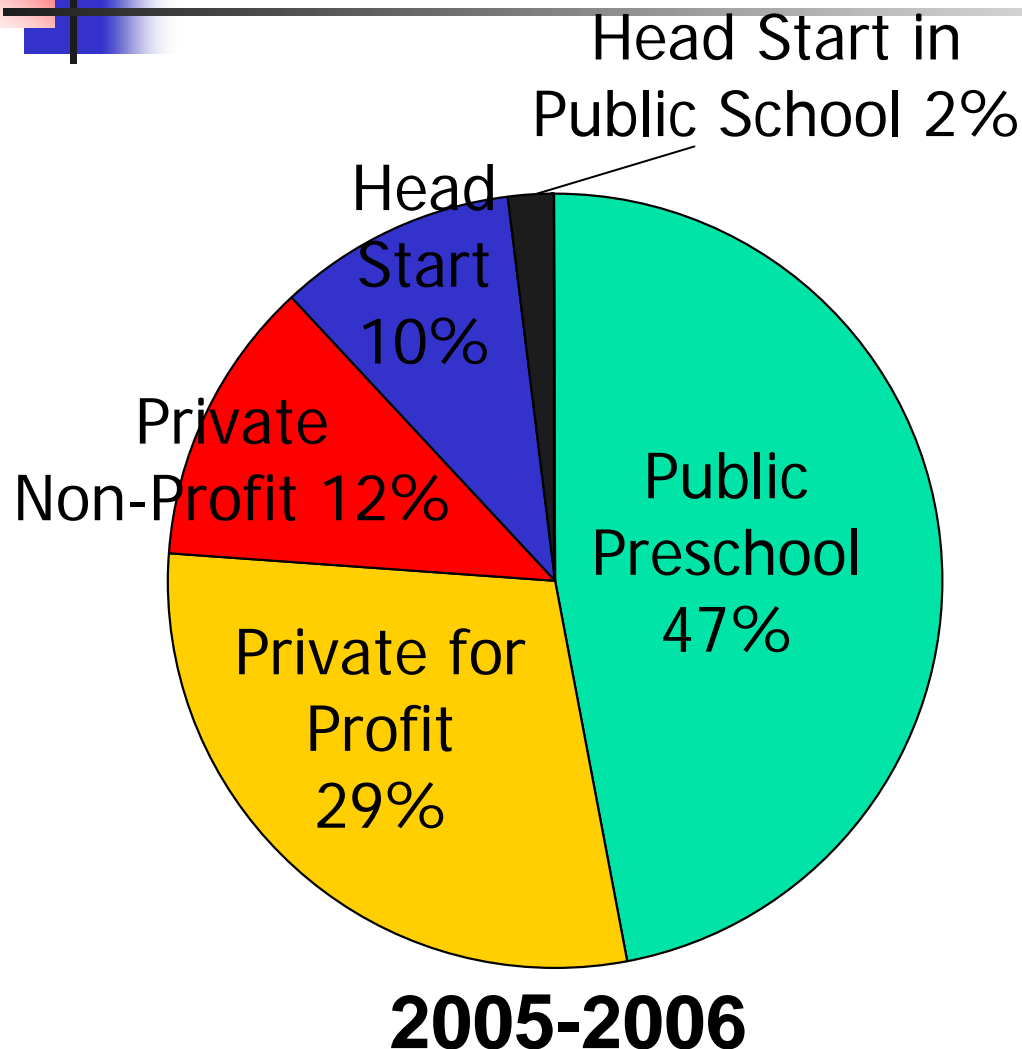
Children



Program Characteristics

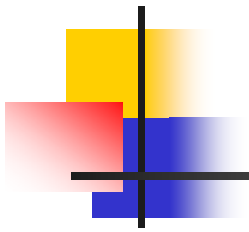


Distribution of Children by Site Type

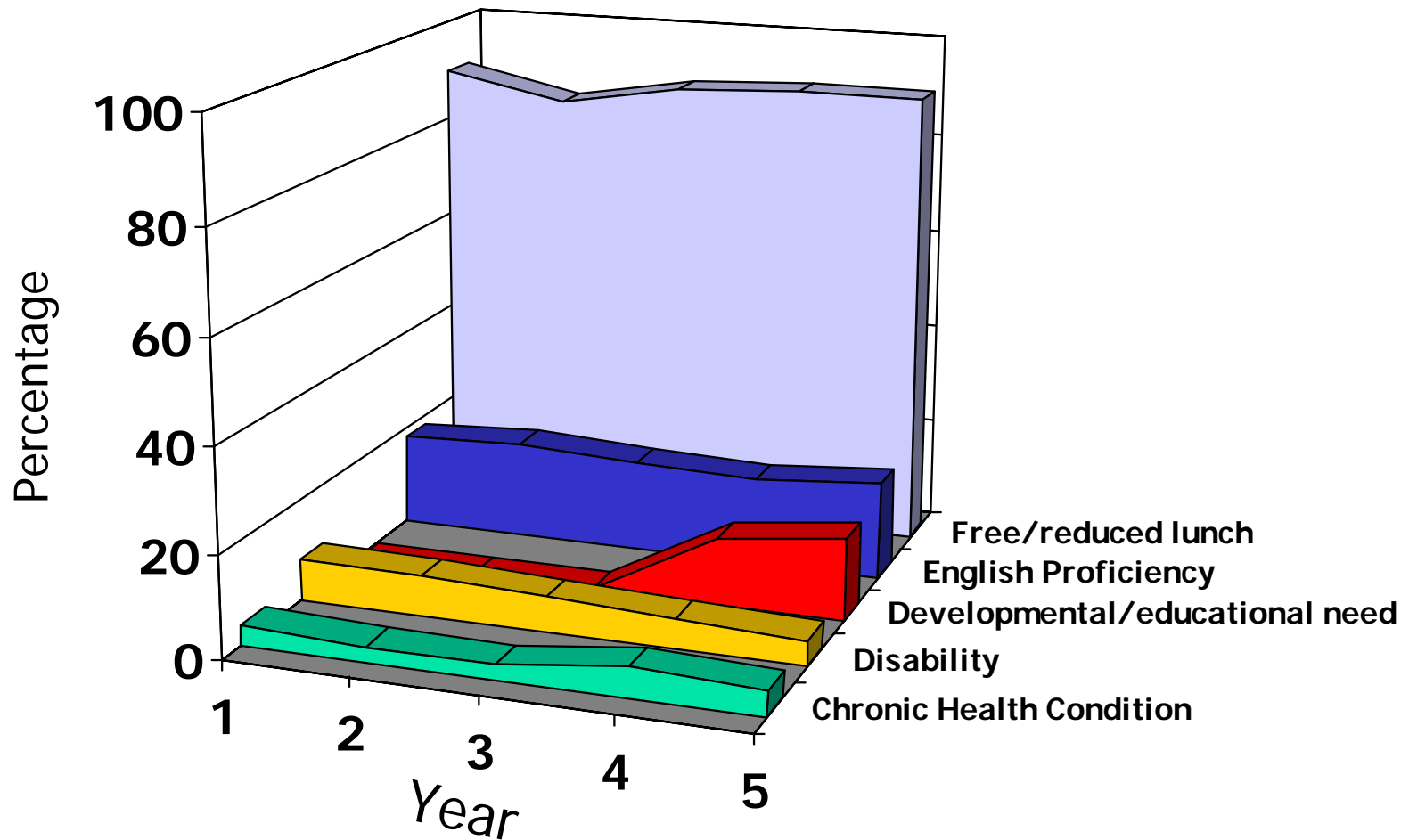


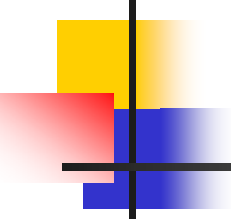
Years 2-4

- Public Preschool (45-48%)
- Private for profit (31-32%)
- Private Non-profit (11-12%)
- Head Start (5-8%)
- Head start in public schools (2-3%)
- Other (0-2%)

- 
-
- What have we learned about the children's characteristics?

Overall Child Risk Factors





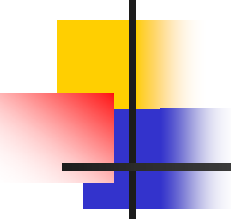
What have we learned about the
teachers' qualifications?

Teacher Education (Yrs 3 & 5)

Highest Degree Earned	2003-2004			2005-2006		
	Public School Settings n=449	Community Settings n=535	All Settings n=984	Public School Settings n=725	Community Settings n=617	All Settings n=1342
MA/MS of higher	17.2% (77)	4.1% (22)	10.1% (99)	13.8% (100)	3.4% (21)	9.0% (121)
BA/BS	77.1% (346)	62.6% (335)	69.2% (681)	84.6% (613)	60.9% (376)	73.7% (989)
AA/AAS	2.5% (11)	25.2% (135)	14.8% (146)	1.4% (10)	31.8% (196)	15.4% (206)
HS diploma/G ED	3.3% (15)	8.0% (43)	5.9% (58)	0.3% (2)	3.9% (24)	1.9% (26)

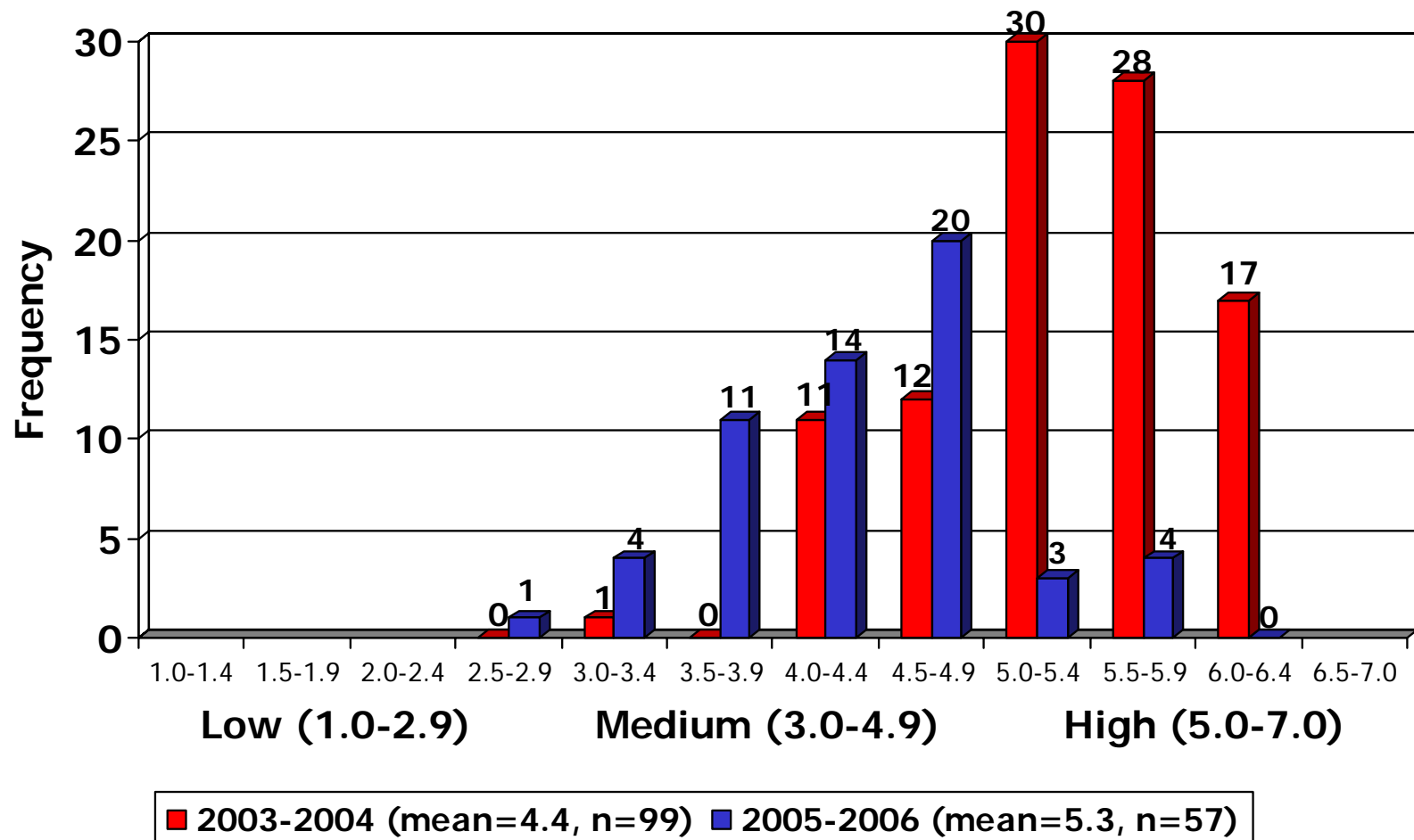
Teacher Credentials (Yrs 3 & 5)

Highest License/ Credential	2003-2004			2005-2006		
	Public School Settings n=453	Community Settings n=536	All Settings n=989	Public School Settings n=725	Community Settings n=617	All Settings n=1342
B-K or Preschool add-on License	66.2% (300)	15.9% (85)	38.9% (385)	77.8% (564)	15.4% (95)	49.1% (659)
Provisional B-K License	1.8% (8)	0.8% (4)	1.2% (12)	5.1% (37)	1.1% (7)	3.3% (44)
Other Teacher's License	18.3% (83)	10.4% (56)	14.1% (139)	9.8% (71)	8.6% (53)	9.2% (124)
CDA Credential	0% (0)	3.9% (21)	2.1% (21)	0.5% (4)	6.5% (40)	3.3% (44)
NCECC	1.1% (5)	16.2% (87)	9.3% (92)	1.1% (8)	31.4% (194)	15.1% (202)
None	12.6% (57)	52.8% (283)	34.4% (340)	5.7% (41)	37.0% (228)	20.0% (269) ¹⁵

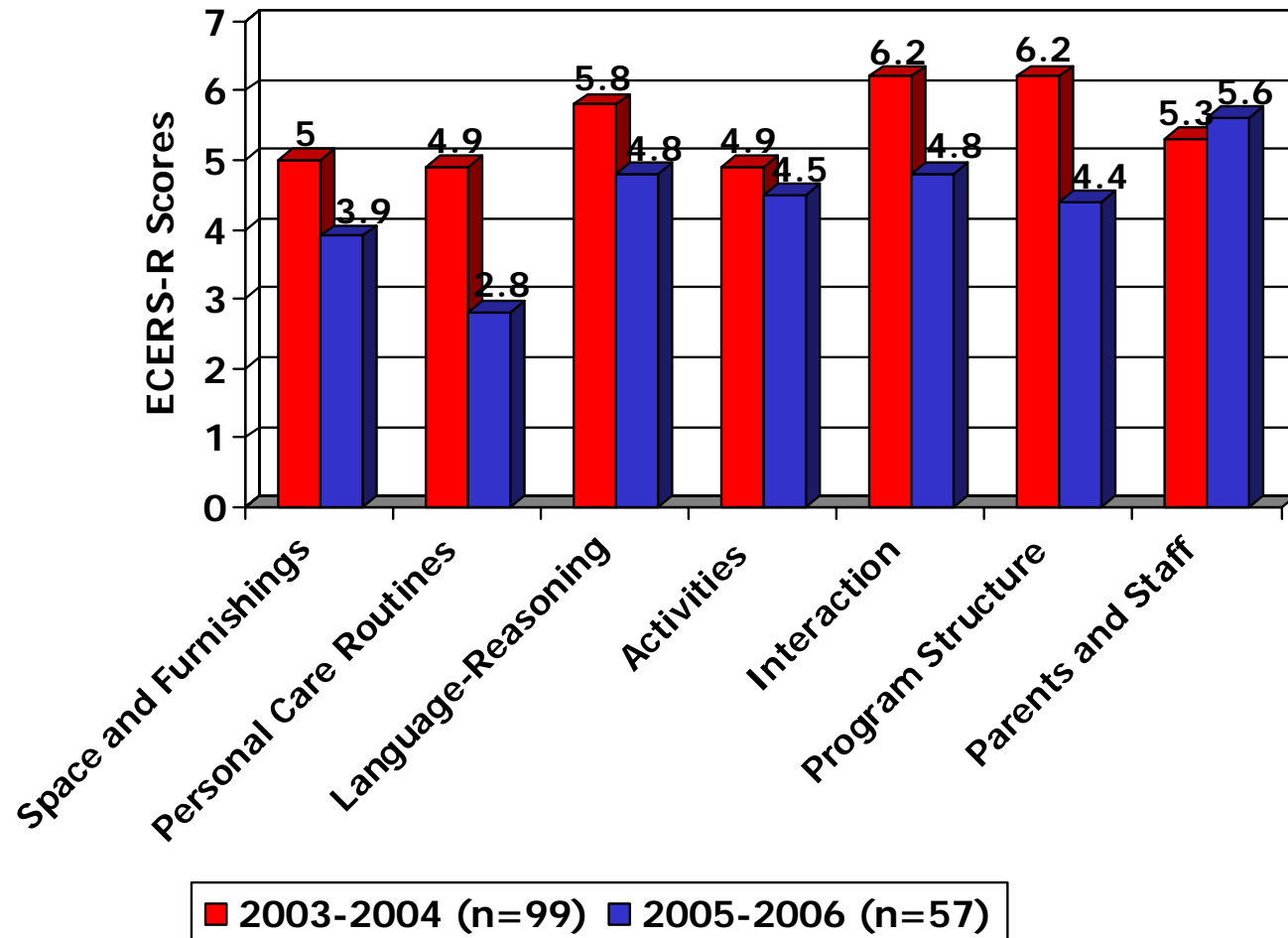


What have we learned about classroom
quality, practices, and interactions?

Classroom Practices Scores (ECERS-R Total) (Yrs 3 & 5)

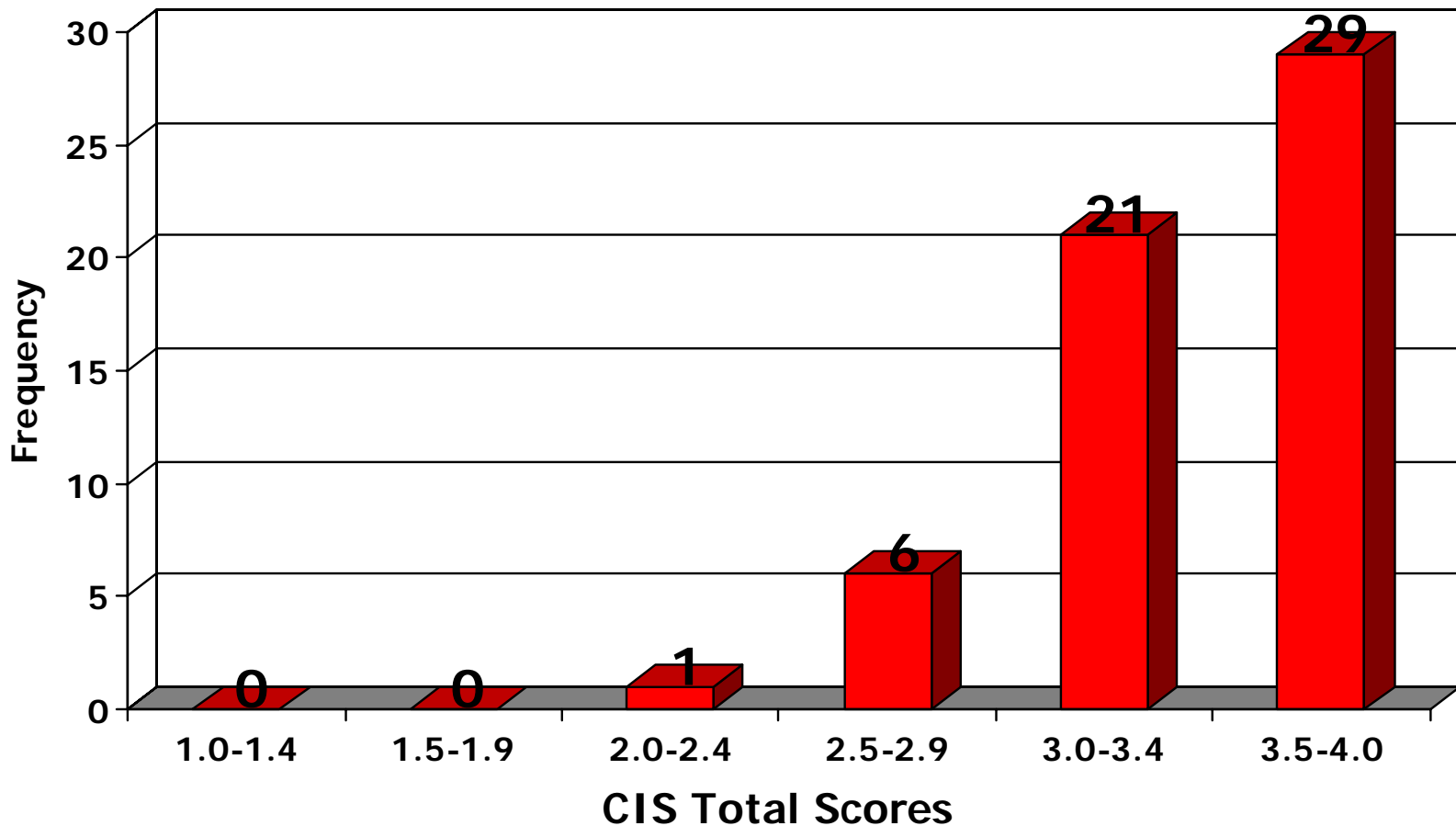


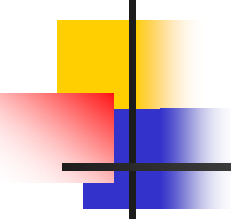
Classroom Practices Subscale Scores (ECERS-R) (Yrs 3 & 5)



Teacher-Child Interactions

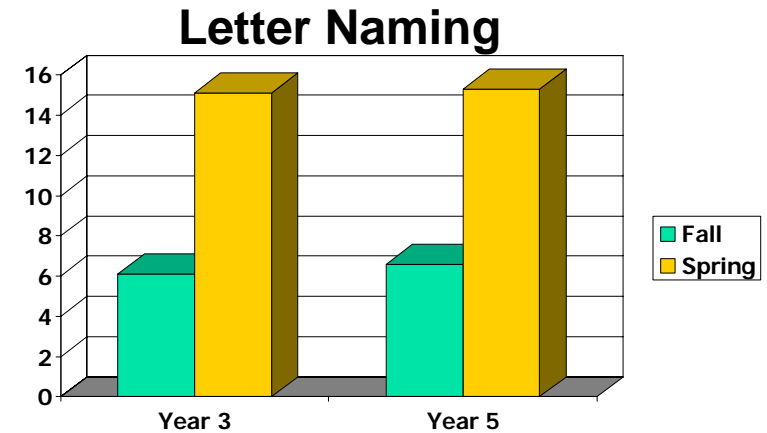
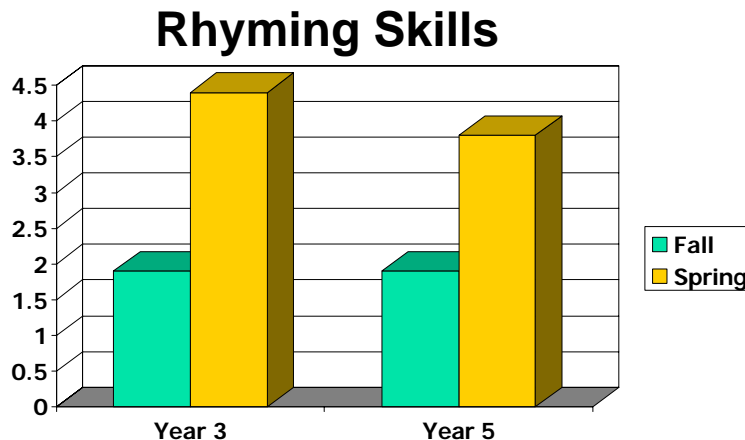
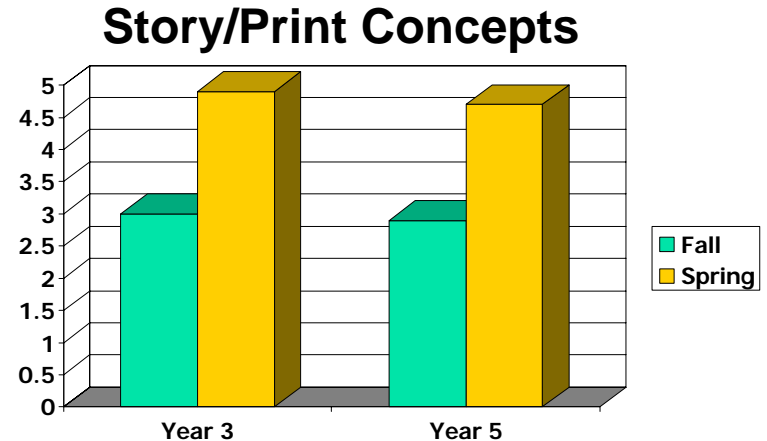
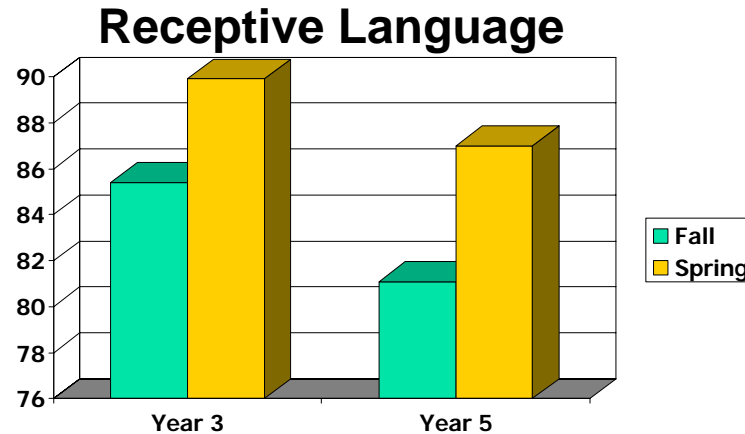
(Yr 5: 2005-2006)





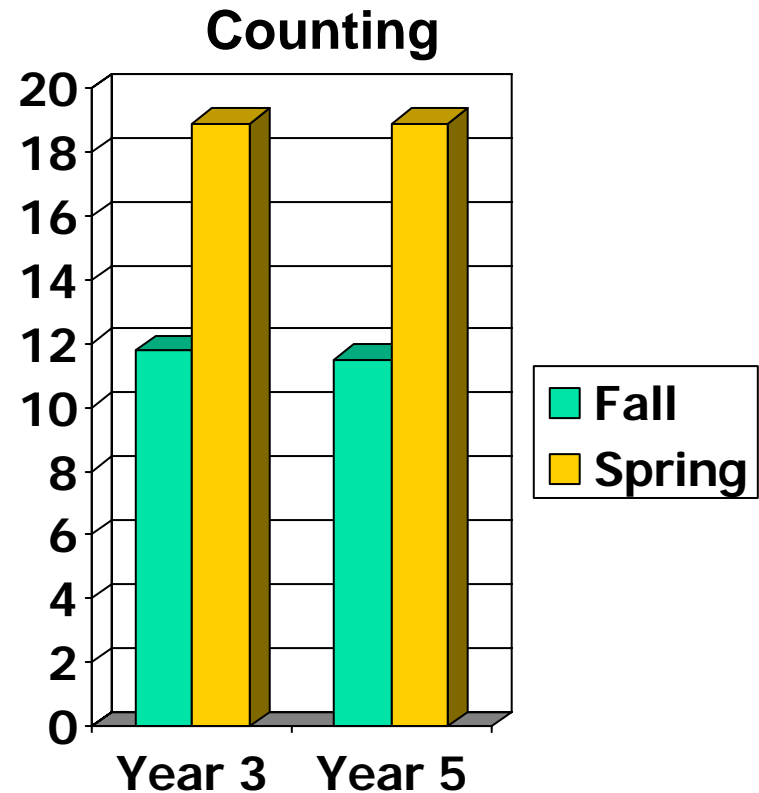
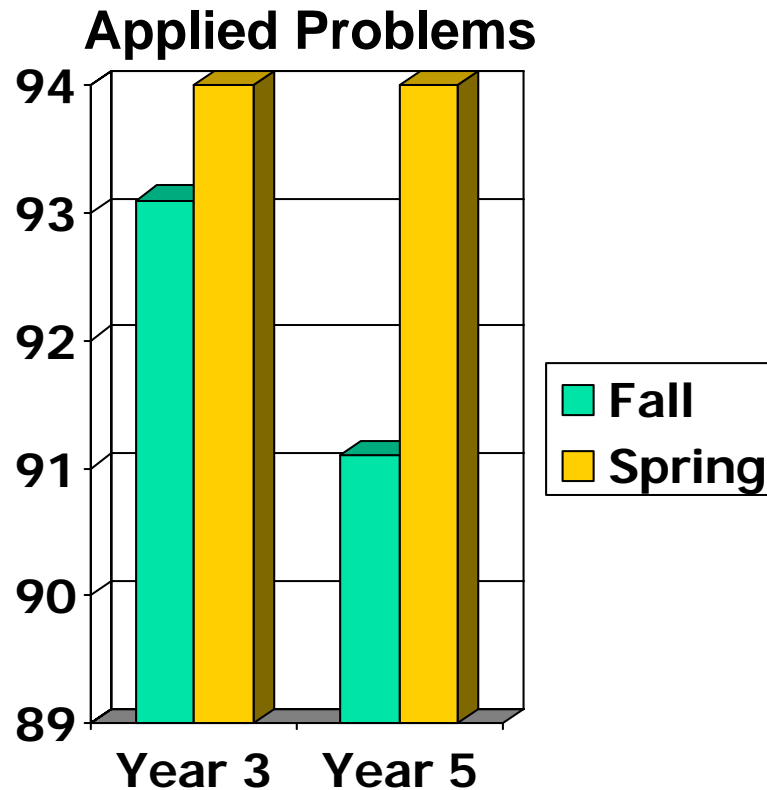
What have we learned about child outcomes?

Child MAF outcomes (pre-K): Language and Literacy



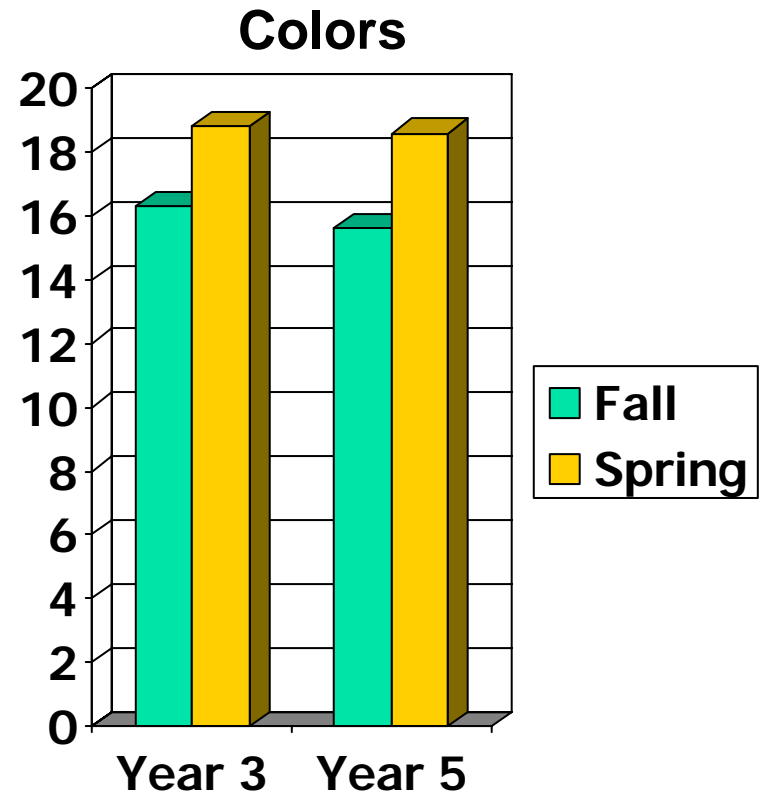
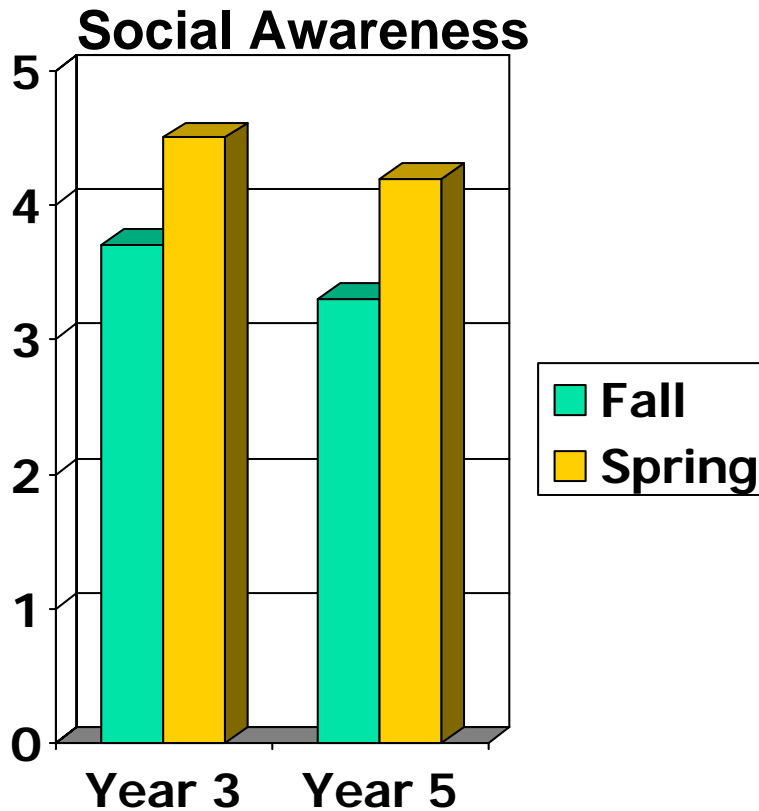
Overall: Significant growth on each measure each year

Child MAF outcomes (pre-K): Math



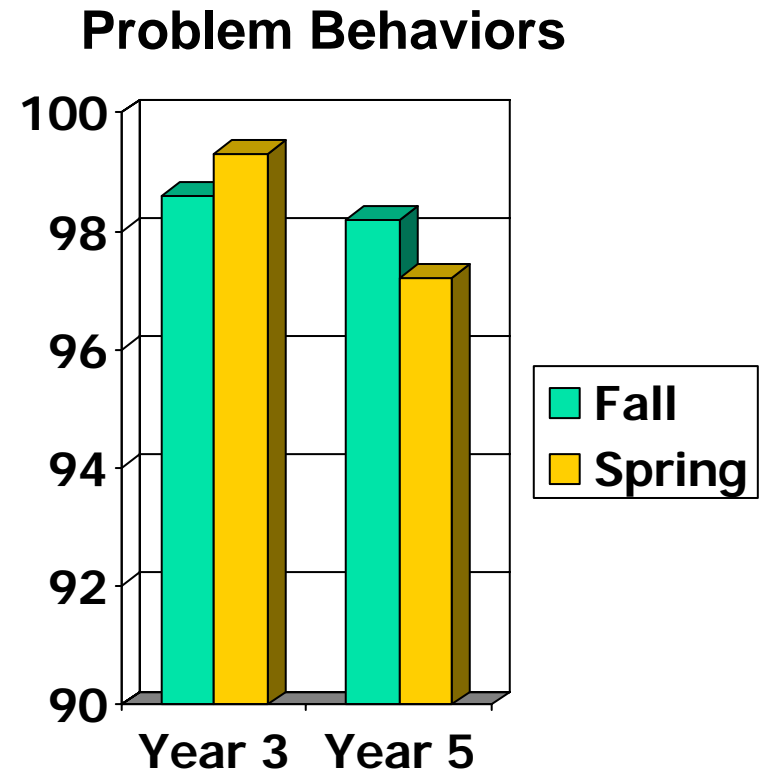
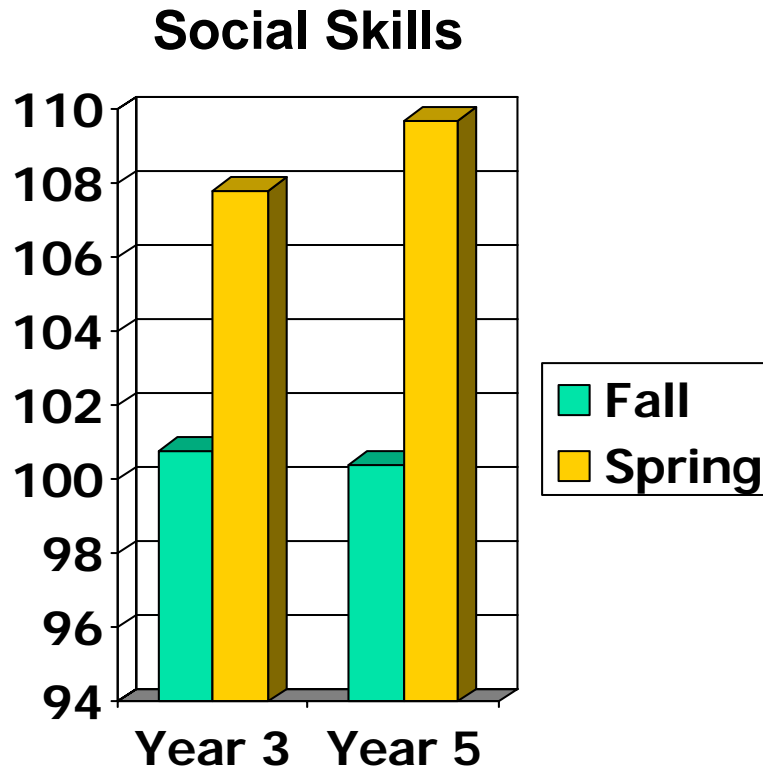
Overall: Significant growth on each measure each year

Child MAF outcomes (pre-K): General Knowledge

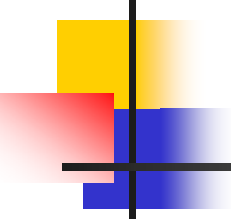


Overall: Significant growth on each measure each year

Child MAF outcomes (pre-K): Behavioral Skills



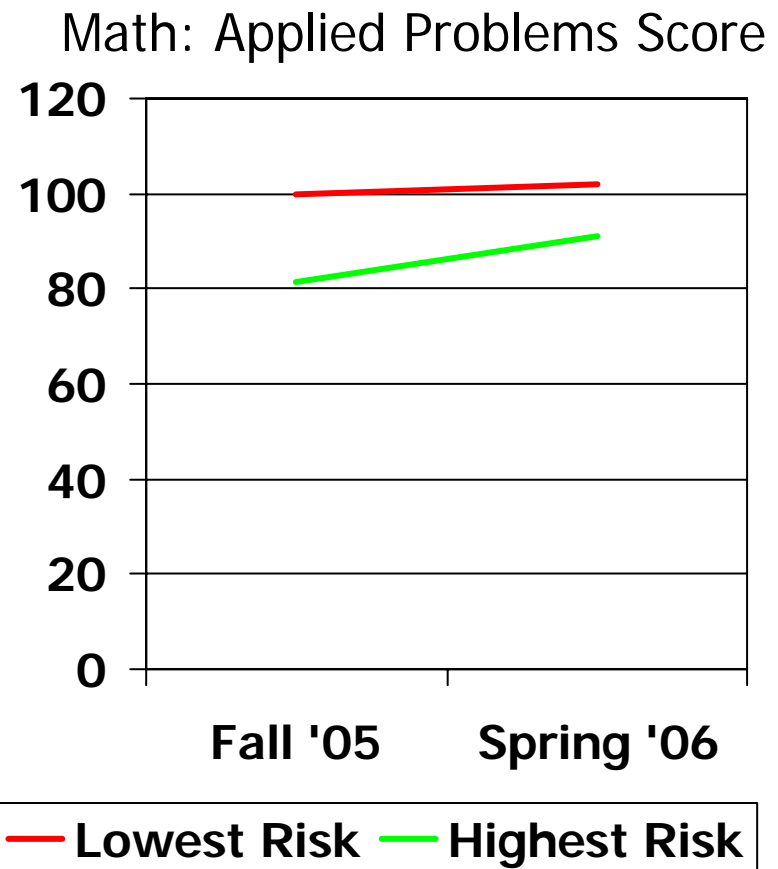
Overall: Significant growth only in social skills



Are the results similar for even the
children at the highest risk?

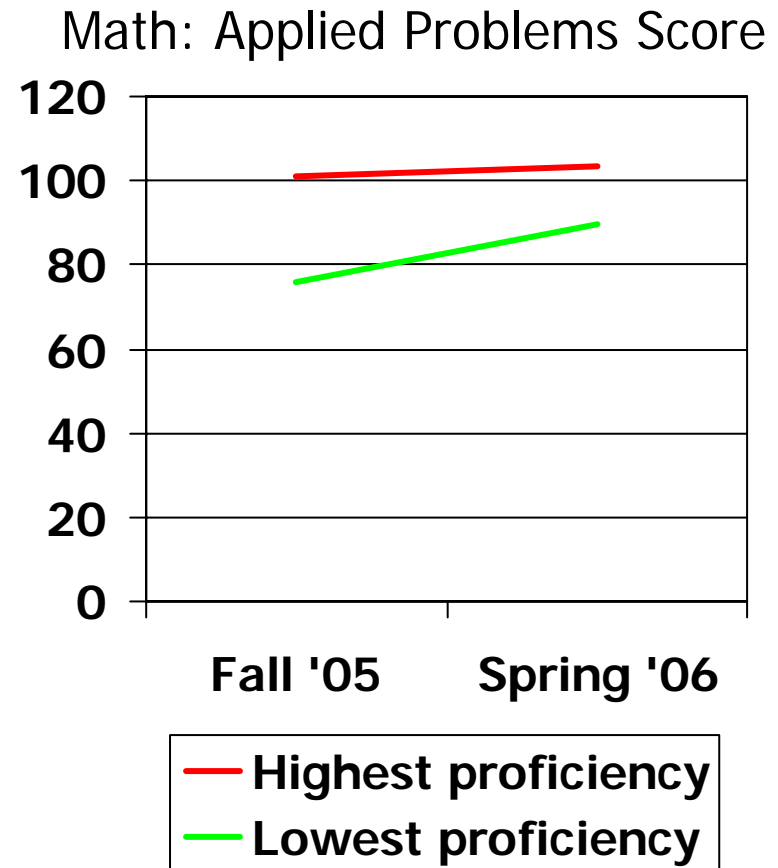
Differences in Child Outcomes by Risk Factor Levels

- Greater gains for highest risk group
 - Applied math, color knowledge
 - But fewer gains on rhyming (higher level skill)
- But still lower in most areas
 - Language/literacy (receptive language, rhyming, literacy concepts, letter knowledge)
 - Math (applied math, counting)
 - General knowledge (social awareness)
- No differences in behavioral skills



Differences in Child Outcomes by English Proficiency

- Greater gains for lowest proficiency group
 - Receptive language, applied math, general knowledge, social skills
 - But fewer gains on rhyming (higher level skill)
- But still lower in most areas
 - Language/literacy (receptive language, rhyming, literacy concepts)
 - Math (applied math, counting)
 - General knowledge (colors, social awareness)



Growth in Developmental Skills for Spanish Subsample (Yr 5)

- Spanish-speaking children showed growth in all areas in both English and Spanish measures (except Spanish receptive language)
- Initial Spanish skills positively associated w/ English growth
 - Language/literacy (story concepts, letters)
 - Math (applied math, counting)
 - General knowledge (social awareness)
- Spanish growth positively associated w/ English growth
 - Language/literacy (rhyming, story concepts)
 - Math (applied math, counting)
 - General knowledge (social awareness)
- Evidence for general patterns of skill development, rather than language-specific



Summary & Conclusions

Program Characteristics

- Remain constant despite tremendous growth
 - Range of site types--1/2 public and 1/2 community
 - Majority of children still in targeted groups (90% low-income, 60% not previously served)
- Improvement in teacher qualifications
 - B-K in public sites and ece credentials in community sites



Summary & Conclusions

Classroom Quality

- Classroom practices
 - Medium to high range
 - ECERS scores decreased in 05-06 (1st time)
- Literacy environment
 - Better at setting up environment than doing activities
 - Reading activities better than writing
- Teacher-child interactions fairly sensitive
- No consistent predictors of quality



Summary & Conclusions

Child Outcomes

- Program is working for children
 - Making significant pre-k gains in all areas
 - Not affected by variations in classroom quality (no low quality)
- Special focus on children at greater risk (higher risk total, lower English proficiency)
 - Still behind peers even with greater gains in pre-k
 - Important to support native language skills in conjunction with English skills



2007-2008 Evaluation

- In More at Four classrooms
 - May go to K again next year
- Additional focus on pre-literacy in child assessments
 - Fall and spring assessments
- Additional focus on the classrooms
 - Visiting classes 3 times
 - Can we pinpoint the causes of success?



Thank you

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